

**Springport Public Schools
Springport High School
School Improvement Grant 2010-2013
Part B
Descriptive Information
August 16, 2010**

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with SIG funds.

SECTION 1

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.

1. Springport staff completed the *Decision-Making and Planning Tool for the Local Education Agency-Center on Innovation and Improvement*. The Transformation Intervention Model was selected for implementation based on the following LEA characteristics outlined in "Step 3-A: Determine Best-Fit Model for School."

School Performance:

1. Select sub-groups of students experiencing low-performance.
 - MME data from Spring 2007 through Spring 2009 indicates that there is a significant achievement gap between students with disabilities and students without disabilities in all subjects.
 - Students experiencing low-achievement in only select subject areas.
 - MME data from Spring 2007- Spring 2009 indicates that reading, writing and math scores for all students were 15-30% lower than all other subject areas. Scores in reading, writing and math were also significantly lower than the state average in the selected years.

School Capacity:

1. Strong existing (2 years or less) or readily available turnaround leader.
 - The capacity of school leadership was analyzed and a structure developed to take advantage of personal strengths within the administration. Springport formed a team of two leaders who have responsibilities based upon their individual strengths.

2. Evidence of pockets of strong instructional staff capacity.
 - The Education Yes Report was analyzed and indicated that processes were in place in previous years, but had not been fully implemented consistently across all content areas/programs.
3. Evidence of response to prior reform efforts.
 - A comprehensive needs assessment was conducted reviewing achievement, parent surveys, student surveys, process rubrics, attendance for students and staff. The Education Yes Report and MME data were analyzed. MME scores were raised from 2009 to 2010. According to the Education Yes Report, there was evidence of reform initiatives such as:
 - Data Retreat at the Jackson County ISD, Reading Labs, Life Tymes (Reading Apprenticeship), QRI assessments, and 9th and 10th grade County-Wide Common Assessments. Based on the MME data, these reform efforts have made some positive impact.

Community Capacity:

Strong community commitment to school:

- Partnerships between the school and community were analyzed and indicate that there are many community-school based projects and organizations, such as, Springport Area Growth Association, Springport Area Foundation for Education, PTA, Curriculum Council, FFA, Spartan Sparkle, Family Fun Night, Blood drives (NHS), and Boosters (Athletic and Band), drama and art clubs, and the Springport Education Association. In addition, a “Parent Leader Group” was formed in 2010. This group meets once a month and consists of parents from all three building levels. This Leader Group has a mission to increase academic, extracurricular, and social well-being. The group brings in professionals to provide information for participants to fulfill this mission and change the overall culture of the SHS school community.

SECTION 2

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Springport School District will implement the **Transformation Intervention Model**. The chart on the following pages addresses the requirements of that model and how the district and Springport High School will meet those requirements.

Transformation Intervention Model Develop & Increase School Leader Effectiveness			
	SIG Criteria	Springport High School School Improvement Plan	Source of Funding
Required Activities	Replace the principal	Springport School District has replaced the high school principal. Tanya Overweg is the new high school principal; her responsibilities will include instruction, curriculum, teacher evaluation, and the building budget. She will work directly with the service provider and MDE monitor to oversee the School Improvement Grant.	General Funds
	Include student data in teacher/leader evaluation	SHS will collaborate with the Jackson County ISD (JCISD), as the external provider, to develop and increase teacher and leader effectiveness. This will be done by selecting services of reform model consultants to implement effective strategies for improvement. SHS will implement iObservation® - (Marzano, Reeves, Danielson) to connect teacher growth to student achievement. Targeted PD will be provided to teachers and leaders using ASCD online PD to increase effectiveness.	SIG & General Funds
	Evaluations designed with teacher/principal involvement	The Springport Board of Education, Administration, and Springport Education Association are currently meeting to design an instrument incorporating student growth as a significant measure in annual instructional staff evaluations. An additional priority of this committee is the creation of common assessments, within each academic course, used to measure student growth. Currently, the teacher evaluation consists of a three tier evaluation; Tier One for non-tenured teachers, Tier Two for Proficient tenured teachers, Tier Three for tenured teachers struggling in one or more areas. In addition, the current contract allows for Tiers Two and Three to be evaluated at least every three years.	General Funds
	Remove leaders and staff who have not increased student achievement	Using an evaluation process and following contractual agreements, leaders and staff whose students have not demonstrated increases in achievement over time will be properly addressed and if necessary, removed.	General Funds
	Provide on-going job embedded staff development	SHS will initiate a comprehensive needs assessment to assess challenges to improving professional development and raising student achievement. Coaches will be hired to support reading, writing and mathematics teachers for the improvement of instructional practices. In addition to the work of the JCISD, Springport will use expertise from <i>Breaking Ranks II</i> ® and <i>Empowered High Schools</i> ®, as well as MAISA (see attachments).	SIG
	Implement financial incentives or career	Teachers will progress in their step schedule if their students continue to show achievement growth. Teachers will be encouraged to take leadership roles in their content area departments which can	SIG

growth or flexible work conditions	potentially benefit them in further career options. Teachers will be provided stipends for additional professional development.	
Provide additional compensation to attract and retain staff	Springport School District will provide an additional bonus to attract staff in specific areas identified for improvement (reading, writing, mathematics). In 2010, a \$3,000 bonus will be provided for a new math teacher	SIG
Institute system for measuring changes in instructional practices that result from professional development	SHS will conduct evaluations following professional development activities. Teachers will be required to record how the PD impacts student growth in their classroom;	SIG
Ensure that school is not required to accept a teacher without the mutual consent of teacher & Principal, regardless of seniority.	The mutual consent language is not currently addressed in the contract. Discussions are in progress for future contractual negotiations between the Springport Board of Education and the Springport Education Association. Currently, the district has "Right of Assignment" allowing teachers to be moved into positions without consent. The current contract also states that when a position is open, the most senior teacher who submits a letter of intent for that position automatically receives that position, without principal consent. Discussions are being held to incorporate the term "mutual consent of teacher and principal" into contract language.	Other
Comprehensive Instructional Reform Strategies		
Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.	<p>Springport School District will employ a data coach to work directly with the Quality Data Team, classroom teachers and administration to identify, analyze, plan and implement strategies that are measurable and monitored. In alignment with the Michigan Merit Curriculum and Common Core Standards, data from Educational Performance Assessment System (EPAS):</p> <ul style="list-style-type: none"> • EXPLORE® (7th/8th Grade) • PLAN® (9th Grade) • Pre-ACT® (10th Grade) • ACT® (11th Grade) <p>and the process implemented through <i>Empowered High Schools</i> @program (SCAIL) will be used in addition to other summative and formative instruments such as Qualitative Reading Inventory (QRI) and Advanced Placement (AP) assessments (11th/12th Grade) to drive improvement of instruction, and design ongoing, high-quality job embedded professional development.</p>	SIG & General Funds
Promote continuous use of student data to inform instruction and meet individual needs of	Through the Jackson County Intermediate School District's Data Retreat® process in conjunction with Achieve's web based data warehouse software (Data Director), <i>Empowered High Schools</i> ® (GAINS) and Pearson's Student Information System (PowerSchool) teachers will expand the implementation of common assessments at regular intervals throughout the school year. Professional Learning Teams will	SIG
Permissible Activities		
Required Activities		

students.	continuously analyze and discuss data through <i>Empowered High Schools</i> ®Problem-Solving Model so that Response To Intervention (RTI) and progress monitoring will be designed and implemented for whole groups, small groups, and individual needs.	
Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	SHS will conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement. This will be part of the <i>Empowered High Schools</i> ® model.	SIG
Implement a school wide Response to Intervention model	Implement Response To Intervention at the high school using the <i>Empowered High Schools</i> ® model. JCISD consultants will work to build capacity with SHS staff in implementation of the RTI model.	SIG
Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners	SHS in coordination with the JCISD special education staff will conduct a comprehensive needs assessment of all special education practices and services and provide PD to implement strategies to support students with disabilities. Provide staff with training in co-teaching models for regular and special education teachers to successfully work with special needs children. The Special Education Teacher Consultant will be working directly with students with disabilities, modeling best practices for special education teachers and supporting the implementation of stronger co-teaching practices. At the present time, SHS has no English language learners, however the JCISD can provide PD for staff regarding best practices for English language learners as necessary.	SIG & Other
Use and integrate technology-based interventions	<p>This plan includes (but is not limited to):</p> <ul style="list-style-type: none"> • Student and staff access to computers and other technology resources (via an improved infrastructure) and web for the development of 21st Century skills. • Assistive Technology for implementation of Universal Design for Learning (UDL) • e20/20 or other on-line credit bearing options • Moodle or other on-line classroom environment • Virtual classes using two-way <i>Life Size</i>® technology, Michigan Virtual University, Blackboard, E-College, Illuminate, etc. • Web 2.0 • Study Island 	SIG & Other
Increase rigor (AP, IB, STEM, and others)	SHS will increase course rigor by requiring all students to complete the Michigan Merit Curriculum and dual enrollment with Jackson Community College will be available. We are working to add AP course opportunities through the use of <i>Life Size</i> ® technology so that students receive instruction from highly qualified AP teachers from other districts in Jackson county.	General Funds
Summer transition programs or freshman academics	A Freshman mentoring program is in the second year of implementation at SHS which includes 11 th and 12 th grade mentors assigned to 4 incoming freshman students. Mentors go through an application and interview process and follow prescribed monthly topics (e.g., beginning in Sept with getting acquainted	SIG & General

Permissible Activities

	with HS). The program begins in the spring of the 8 th grade year. Additionally, all freshman students are required to attend a “Healthy Living” class which provides for overall student wellness. Evaluations will occur throughout the program to determine levels of success. SHS will work through JCISD to incorporate and enhance the existing Coordinated School Health Program to address the necessary and unique freshmen transition needs in the Freshman Mentoring Program and the Healthy Living Class. The SHS Coordinated School Health Program currently includes students, staff, parents and Board members. Also, SHS will work with <i>Empowered High Schools</i> to develop a Freshman Induction Program that will provide students and their families with career focus information and planning. This program will partner with a state university to aid students the decision making process.	Funds
Increase graduation rates through credit recovery, smaller learning communities, and other strategies	SHS will continue to implement E20/20 as a credit recovery strategy for students that need alternative ways to earn credit. SHS will continue to explore other options.	General & Other
Establish early-warning systems to identify students who may be at risk of failure	Math staff uses quarterly assessments to monitor student progress and mastering Content Expectations. ELA staff is in the process of developing and implementing a QRI assessment schedule to monitor and evaluate student progress. This early-warning system is evolving to better meet the need of the students.	General Funds

Increased Learning Time and Creating Community-Oriented Schools		
Required	Provide increased learning time	SHS will increase the learning time opportunities for all students in the 2010-2011 school year by at least 250 hours. This time will include additional time before school, lengthening the school day and after school opportunities. There will be additional hours allocated to Professional Development.
	Provide ongoing mechanisms for family and community engagement	SHS will provide on-going mechanisms for family and community engagement by using "RSVP" with students as outlined in the <i>Breaking Ranks II</i> model. In addition, a secondary administrator has been designated to engage families and the community in an ongoing process to address identified needs. A parent committee has already been established and meets monthly to discuss how to best meet the needs of their children.
Permissible Activities	Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	A Parent Leadership (K-12) group currently meets monthly to learn and discuss crucial academic, social, and emotional issues facing Springfield students. SHS will expand their work with JCISD and <i>Empowered High Schools</i> to further develop and enhance the Parent leadership group to incorporate social, emotional and health needs. SHS will also work with community, county and state organizations to further develop social, emotional learning programs. JCISD and <i>Empowered High Schools</i> will aid students and parents to develop the fundamental skills to lead effective lives. This program will enhance the Parent Leadership and work in conjunction with the existing Consolidated Health Program. See also Section 1 of the grant narrative (Community Capacity)
	Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff	SHS will restructure the schedule to include an advisory period which provides time devoted to personalizing the school environment. SHS will work with JCISD, <i>Empowered High Schools</i> and <i>Breaking Ranks II</i> to create a school environment that will provide adult mentors for each student to provide a sense of caring and accountability and model a set of core values essential in a democratic and civil society.
	Implementing approaches to improve school climate and discipline	SHS will work with JCISD and <i>Breaking Ranks II</i> to develop the Raising Student Voice and Participation (RSVP) Program to create a student leadership team as a means to involve and empower students to identify issues at school and in the community and to take steps to address and resolve them. SHS has employed a School and Community Administrative Leader that will oversee all programs involving community relations, student social and emotional learning, discipline, and the overall effectiveness on student achievement. These programs include: <ul style="list-style-type: none"> • Freshman mentoring • Freshman Induction • Parent Leader Group • Coordinated School Health Committee • RSVP • Character Education Program

Providing Operational Flexibility and Sustained Support		
Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.	<p>Each building has site-based management over their budget. They are required to work within district funding allowances. The newly assigned principal is in complete control over the high school budget. Included in the proposal is a three year calendar over which reforms will be implemented provided the funding is approved. This calendar is clear on the resources that will be provided to address student achievement. The narrative indicates the increase in learning time that will occur as a result of this grant. All students will have opportunities for additional learning time to address student achievement. As described, teachers will be spending time in numerous PD experiences and will be paid stipends for work done outside of the school day.</p> <p>SHS consulted with MASSP (Michigan Association of Secondary School Principals) to complete a Michigan Merit Curriculum Data Review (course audit). Based on this audit the following recommendations were implemented:</p> <ul style="list-style-type: none"> • Expanded course schedule from 6 period to 7 periods • added an advisory period • implemented flexible common planning times based on staff needs and addressing the needs of students to improve achievement • blocked math and ELA classes for freshmen to allow for more instructional time to increase achievement • scheduled lab classes in math and ELA to provide structured support for students needing differentiation and alternative resources to be successful <p>SHS will continue to utilize a credit bearing program, such as e20/20, so that students can continue their learning at home or at school to impact graduation rates.</p>	SIG & General Funds
Ensure that school receives ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.	<p>Springport High School will receive ongoing Technical Assistance with Local Education Association resources to address the identified reform initiatives that have been proposed. In addition, SHS will receive ongoing Technical Assistance from JCISD, its approved service provider, with full support of the JCISD Board and Superintendent.</p> <p>Upon approval of this grant, the State Education Association will have the resources to provide necessary support for SHS to implement the identified reforms and address the goals of Springport High School.</p>	SIG
Required Activities		

SECTION 3

Describe actions taken, or those that will be taken to:

- **Design and implement interventions consistent with the final requirements**

Springport School District has:

1. Selected an intervention model. (Transformation Model)
2. Selected a Service Provider. (Jackson County ISD – Jackson Reform Support - JRS)

Springport School District will:

3. Meet with Service Provider to analyze and identify needs and create an action plan.
 - a. Employ an ELA Coach and a Math Coach to assist with curriculum alignment, mapping, common assessments (data collection/evaluation and adjustment), and unit/lesson design templates.
 - b. Establish additional lab classes in ELA and Math aligned directly with core content courses. This will provide additional support and intervention for students to meet with greater success in ELA and Math.
 - c. Work with a Technology Instructional Specialist from JCISD to oversee infrastructure and equipment; conduct initial and then ongoing needs assessments. The district will purchase the following technology in order to enhance instructional delivery: wireless campus, staff laptops, mobile laptops, laptop carts so that students can access various forms of on-line learning. Science probes (for math integration), Smart Board slates, and wireless hand-held student response systems (32 from Smart)
 - d. Provide professional development in math and ELA. This PD will take place during half-day PD days, release time, after school, common planning time, and using on-site coaches. The PD will cover data analysis, instructional strategies and technology integration.
 - e. Establish Professional Learning Communities (PLCs) within the high school. These groups will meet once per month with JCISD staff, *Empowered High Schools* ® and/or *Breaking Ranks II*®.
 - f. Employ a Data Coach (through JCISD) – (1) to improve data entry, interpretation, analysis and dissemination of district data and (2) to work with teachers to analyze and interpret student data to inform instruction.
 - g. Provide a Michigan Merit Curriculum review and add support with test preparation classes, refinement of student schedules and course alignment.

- **Select external providers from the state's list of preferred providers**

The Springport School District leadership team researched and interviewed *Breaking Ranks II*® and *Empowered High Schools*® and the Jackson County ISD. A decision was made to use Jackson County ISD as the service provider to coordinate School Improvement Grant activities including, but not limited to: subcontracting selected services of *Breaking Ranks II*®, *Empowered High Schools*® and MAISA for specific professional development. The JCISD will provide expertise to the district in literacy, technology, data analysis, curriculum alignment and budget review.

- **Align other resources with the chosen intervention**

At this time, no other resources are allocated to implement these interventions.

- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.**

Springport School District will:

1. Extend the school day for HS in order to add "Operation Graduation;"
2. Extend instructional day for all students.
3. Add before school or after school programs;
4. Provide professional development to change instructional practices;
5. Provide virtual classes;
6. Add data and reflect on student achievement growth to teacher evaluation;
7. Monitor lesson plans, instruction, assessment data, student scheduling.

- **Sustain the reforms after the funding ends**

Springport School District will:

1. Develop capacity within the SHS staff to continue the work and train others;
2. Use coaches to embed instructional practices;
3. Build accountability with peers, professional learning communities so that existing staff can train new staff.

SECTION 4

Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Year One	Summer	Fall	Winter	Spring
	<p>Identified District Leadership Team</p> <p>Selected Transformation Model</p> <p>Interviewed Service Providers</p> <p>Selected Service Provider, JCISD</p> <p>Conducted Michigan Merit Curriculum course audit with MASSP</p> <p>Aligned and revised master schedule in partnership with MASSP</p> <p>Selected reform models: <i>Breaking Ranks II</i>®, MAISA and <i>Empowered High Schools</i>®</p> <p>Leadership Team met and developed SIG</p> <p>JCISD-led Data Retreat® focusing on Reading and Math goals and strategies</p>	<p>Work with service provider JCISD to hire staff to implement interventions (ELA coach, Math coach, technology specialist, data coach, and PLC facilitators)</p> <p>Develop a three year Action Plan with JCISD and Building Leadership Team that will include: instruction, content, assessment, technology, PD, intervention, and evaluation</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Begin training of <i>Breaking Ranks II</i>® reform model</p> <p>Review benchmarks and external data with <i>Empowered High Schools</i>®</p> <p>Conduct a Town Hall Meeting and focus groups with all stakeholders including: School Board, all staff, students, parents, and community leaders.</p> <p>Ongoing weekly support with <i>Breaking Ranks II</i>®</p>	<p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p><i>Empowered High Schools</i>® Mapping Curriculum Standards & Responsibilities</p> <p><i>Breaking Ranks II</i>® RSVP Student Leadership Training</p> <p>Ongoing weekly support with <i>Breaking Ranks II</i>®</p>	<p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Analyze MME data with JCISD to determine success of interventions</p> <p><i>Empowered High Schools</i>® Designing Formative and Summative Assessments</p> <p>Ongoing weekly support with <i>Breaking Ranks II</i>®</p>

	Summer	Fall	Winter	Spring
Year Two	<p>Comprehensive progress monitoring of Year 1 activities led by JCISD to determine necessary modifications of plan</p> <p>JCISD-led <i>Data Retreat</i>® focusing on Reading and Math goals and strategies</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>All staff on-site ACT® training</p> <p><i>Empowered High Schools</i>® PD on use of formative assessments for instruction</p> <p><i>Breaking Ranks II</i>® Continuation of leadership and instructional staff training</p> <p><i>Breaking Ranks II</i>® monitoring and reviewing of success of program</p>	<p>JCISD and Building Leadership Team will progress monitor Action Plan</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p><i>Empowered High Schools</i>® Response to Intervention implementation</p> <p>Implementation of formative and summative assessments</p> <p>Ongoing bi-monthly PLC's</p>	<p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Data check points of formative assessments</p> <p>Ongoing RTi work with <i>Empowered High Schools</i>®</p> <p>Ongoing weekly support with <i>Breaking Ranks II</i>®</p> <p>Ongoing bi-monthly PLC's</p>	<p>Analyze MME data with JCISD to determine success of interventions</p> <p>Analyze MME data with JCISD with a specific focus on Special Education sub-populations to determine success of interventions</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Ongoing work with <i>Empowered High Schools</i>®</p> <p>Ongoing weekly leadership support with <i>Breaking Ranks II</i>®</p> <p>Ongoing bi-monthly PLC's</p>

Year Three	Summer	Fall	Winter	Spring
	<p>Comprehensive progress monitoring of Years 1 and 2 activities led by JCISD to determine necessary modifications of plan</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Ongoing work with <i>Empowered High Schools®</i></p> <p>Ongoing bi-weekly leadership support with <i>Breaking Ranks II®</i></p> <p><i>Empowered High Schools®</i> Social Emotional Learning</p> <p><i>Empowered High Schools®</i> Review of Program Improvement</p> <p><i>Breaking Ranks II®</i> Continuation of leadership and instructional staff training</p> <p>JCISD-led Data Retreat® focusing on Reading and Math goals and strategies</p>	<p>JCISD and Building Leadership Team will progress monitor Action Plan</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Ongoing work with <i>Empowered High Schools®</i></p> <p>Ongoing bi-weekly leadership support with <i>Breaking Ranks II®</i></p>	<p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Ongoing work with <i>Empowered High Schools®</i></p> <p>Ongoing bi-weekly leadership support with <i>Breaking Ranks II®</i></p>	<p>Analyze MME data with JCISD to determine success of interventions</p> <p>Analyze MME data with JCISD with a specific focus on Special Education sub-populations to determine success of interventions</p> <p>Ongoing support of ELA and Math coaches monitored by JCISD</p> <p>Ongoing collaboration with JCISD Special Education Supervisor, Teacher Consultant and instructional staff to address gap in achievement within the Special Education sub-population</p> <p>Ongoing work with <i>Empowered High Schools®</i></p> <p>Ongoing bi-weekly leadership support with <i>Breaking Ranks II®</i></p>

SECTION 5

Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

ELA Goals

SHS will improve student skills in all MME Reading strands, with special emphasis to strands R2.1 (Strategy Development) and R2.2 (Meaning Beyond Literal) in order to achieve a 79% proficiency level of all students.

Math Goals

SHS will improve student skills in all MME math strands, with special emphasis to strands L2 and G1 (Calculations, Algorithms and Figures & Properties, respectively) in order to achieve a 67% (AYP standard) proficiency level of all students. In addition, 75% of all students in all math classes will score 70% or better on quarterly assessments and 90% will score 60% or better.

SECTION 6

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- **Describe how this process was conducted within the LEA.**

Stakeholders: students, parents, family/community members, teachers/staff, administrators, board members, JCISD have participated in the following activities:

1. May 3rd: Superintendent gathered initial information pertaining to the SIG grant in Lansing.
2. May 4th and 5th: Superintendent met with Tanya Overweg and Chris Kregel to discuss re-alignment along with new roles and responsibilities.
3. May 4th and 5th: Superintendent discussed the grant with board members via email and telephone.
4. May 27th : The 3 administrators (Randy, Chris, Tanya) met with JCISD personnel via *LifeSize*® technology to discuss the grant and to set initial timelines. Chris Kregel began gathering all relevant information to create a school profile. This profile will give pertinent information to all external school improvement providers.
5. June 4th: Superintendent met with SEA and Leadership Teams and UNISERVE to discuss contractual implications for teacher contract changes.
6. June 8th: Superintendent met with high school staff to discuss SIG.
7. June 9th: Superintendent met with entire district faculty/staff to discuss SIG

8. June 14th: The superintendent sent a letter home to all district parents as well as a letter to the local newspaper.
9. June 9th-13th: A "Leadership Team" was developed by the administration which includes ISD staff, district administration, teachers from all buildings, and one board member
10. June 19th: An open board meeting was held to discuss and provide information to all interested stakeholders pertaining to the SIG.
11. June 28th: Initial Leadership Team meeting was held to begin building an understanding of all aspects of the grant as well as upcoming duties/needs...(i.e.: timelines, additional needed data, information on external providers, etc.)
12. June 25th and 29th: Administrators (Kregel/Overweg) along with 5 high school teachers met with MDE/MASSP staff (Dianne MacMillan) to perform course/transcript audit.
13. June 30th: Team again met to interview 2 external providers (*Breaking Ranks II and Empowered High Schools®*). Also, met with the JCISD technology department to assess necessary technology improvements for the high school.
14. July 14th: The Leadership team worked in small groups to discuss and answer "Descriptive Information" on the LEA application. Ideas were shared with the entire Leadership team.
15. July 8th and 9th: meeting with Leadership Team.
16. August 2nd: Meeting with Leadership Team and JCISD at SHS.
17. August 6th: Webinar meeting at JCISD.
18. August 6th: Superintendent met with SEA and got a letter of agreement for extended day (see attachment).
19. August 9th: Board work session to go over grant proposal. Participants include: school board, union leadership, local media and JCISD partners.

Springport High School

Documentation

School Improvement Grant 2010

Tentative Agenda for Springport Meeting

May 27, 2010

1. Introduction (Gloria)
2. Quality Data (Chad and Kathy-providing examples for Randy)
3. A Decision Making and Planning Tool for the Local Education Agency
4. Application (Liz)
 - Rubric
5. Discuss Plan components
 - Refer to School Improvement Grant Reform Options (Transformation)

Common Documents

- Application
- Rubrics
- A Decision Making and Planning Tool for the Local Education Agency (Google Docs-Selecting the Intervention Model and Partners)
- School Improvement Grant Reform Options
- Research Documents on Teams drive

Liz Raduazo

From: Scott Koziol
Sent: Monday, June 28, 2010 11:58 PM
To: Liz Raduazo; Gloria Smith; Maeghan McCormick; Sandra White; Sue Klassen; Randy Cook; Tanya Overweg; Chris Kregel; Janis Sanford
Subject: Agenda for Wednesday's Meeting
Attachments: School Improvement Grant Reform Model Options with Requirements.pdf; Part B - Descriptive Information.pdf; Part C - Budget.pdf

Hello Everyone,

Below is a rough outline of the agenda for Tuesday's meeting in the **Springport High School Media Center**.

- 8:00 – 9:00** Decide on Tasks to Accomplish and Assign Roles
- Transformation Requirement Chart (see 1st attachment)
 - Section B - The Plan (see 2nd attachment)
 - Section C - The Budget (see 3rd attachment)
- 9:00 – 11:00** Breaking Ranks Presentation
- 11:00 – 11:45** Lunch
- 11:45 – 1:45 ??** Empowered Schools (Still waiting on confirmation)
- 1:45 – 4:00** Continue Work From the Morning

We at the JCISD are not sure about the plan for lunch. Have any arrangements been made (i.e. catered on site or on our own off site)?

If there are any additional items that have been left off please let us know and we can get it added to the agenda.

If someone at Springport could forward the agenda to the rest of your team that would be great.

Also, if someone at Springport could create a roster of the Springport team members with the information below it would be very helpful for us at the JCISD. Thanks!

Last Name	First Name	Building	Position	Subject Area (if applicable)

We are looking forward to being in Springport on Wednesday.

Scott Koziol

Education Consultant
Jackson County ISD
Office - (517) 768-5206
Fax - (517) 768-5265
scott.koziol@jcisd.org

AGENDA
July 8, 2010
Springport High School
SIG Planning

- | | |
|---------------|--|
| 8:00 – 9:00 | JCISD Service Provider Proposal <ul style="list-style-type: none">• Gloria Smith |
| 9:00 – 10:00 | Review Breaking Ranks II Proposal |
| 10:00 – 11:00 | Review Empowered Schools Proposal (if available) |
| 11:00 – 12:00 | Review MEGS Application |
| 12:00 – 12:45 | Lunch Onsite |
| 12:45 – 2:30 | Revise and Complete MEGS Application |
| 2:30 – 3:00 | Budget |
| 3:00 – 3:30 | Wrap Up and Next Steps |

SPRINGPORT SIG

Agenda

8/1/10

Welcome: 9:00-9:15

Goal: 9:15-9:30

Address the identified areas for plan improvement

Norms: 9:30-9:45

District Leadership Team Role: 9:45

Building Leadership Team Role: 10:00

Updates: 10:00-10:45

July 14th - SIG Draft Plan

JCISD Approved Provider

MDE Draft Feedback

Break: 10:45-11:00

Team Activity: 11:00-11:30

Data/PD/Technology

Students/Community

Operational

Collaboration/Bargaining

Share Out: 11:30-11:50

Set Meeting Date(s): 11:50-12:00

Thank You for your participation and support

SPRINGPORT PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
MONDAY, JUNE 21, 2010

The June 21, 2010, Special Meeting of the Board of Education was called to order at 6:30 p.m. by Craig Ward, President.

Members present were: Julie Baglien, Jeff Caudill, Brian Cortright, Don Hoaglin and Craig Ward.

Members absent: Rob Baum, Linda Fink

Administrative members present: Randall Cook, Chris Kregel, Tanya Overweg, and Laure Fiero.

Visitors present: Brandon and Lynnetta Adams, Bridgette Petzold, Angela Kidder, Leona Keeler, Jeannie Bowers, Brandy bowers, William Hammond, Erin Cater, Tammie Doane, Sheila and Matt Burger, Matt Schwartzkopf and Chris Talbot.

Member Baum arrived at 6:35 p.m.

President Ward introduced Superintendent Cook to speak to the audience regarding the High School Improvement Grant. Springport High School made Adequate Yearly Progress according to State reports for the past three years. New Legislation enacted in January 2010, caused some schools to be placed on list of schools eligible for funds from the Federal government. The schools were placed on the list due to test results from the 2007-2008 and 2008-2009 school years.

Under the High School Improvement Grant Program, the District is eligible for up to two million dollars each year for three years. The District must show sustained improvement in reading, writing and math scores each year.

The District is working under very tight time lines, as established by the State.

President Ward remarked that this is an opportunity for Springport to grow and thrive, and commended the Superintendent and administrative team for their work to make this all happen.

Motion by Baglien, supported by Cortright to adjourn the meeting at 6:59 p.m.

Motion Carried, all ayes.

June 14, 2010

Dear Springport Parents:

Our community has many reasons to be proud of Springport Public Schools. Our MEAP scores this year in 3rd-9th grades in Reading, Mathematics, Science and Social Studies surpass State averages on 11 of 16 assessments. We offer tremendous programs for students to participate in. The reputation of our school district for quality, caring and safety continue to grow every year. We have improved as a district making annual yearly progress and recognized for transformations we have achieved.

However, due to circumstances well beyond our local control, the State of Michigan recently changed it's criteria for how it rates the performance of schools. The changes are a result of the competition process between states for the federal government stimulus dollars (ARRA) distributed to schools. To bolster Michigan's bid for "Race to the Top" federal funds, our State Legislature passed a series of laws aimed at reforming schools.

Although Michigan did not win any of these federal grant dollars in the first round of the process, the Legislature passed is now state law. As a result, the Michigan Department of Education changed how schools are evaluated. While our elementary and middle school's annual MEAP assessments have shown proficiency by State standards, the high school MME test taken by 11th grade students has not. As a result of the performance on this MME assessment, the high school has been categorized in the "bottom 5% of persistently low performance schools". This designation will impact the district significantly in a number of ways.

The Board, administration and staff of Springport Public Schools want to assure you that we take this designation very seriously, and are already implementing plans to correct the high school's proficiencies as measured on this 11th grade MME state assessments as we improve the achievement of our students. We appreciated the community's support and faith in us as we worked to improve our 3rd-8th grade MEAP achievement scores and hope we can count on your support again as we address the improvement needed at the high school on the Michigan Merit Exam.

The legislation comes with a number of regulations that will create changes for our staff and our schools. Many of these claims will be positive but will create some challenges for improvement. The good news is that we are identified as eligible to apply for significant funding in a School Improvement Grant to help us expand our improvement process at the high school and address student achievement needs. We will update you after our application is submitted and reviewed at the State level this summer.

If you are interested in more information on this process and the improvements that are being discussed you are welcome to attend a Special Board Meeting on June 21st at 6:30 p.m. focusing on this topic, or, as always, please feel free to contact my office at 517-857-3495.

Sincerely,

Randall J Cook
Superintendent

16/8 - H.S. staff
16/9 - All District staff

As you know student achievement and proficiency on state assessments are how we are measured by the State in terms of success. We do a number of things that help students have positive and productive experiences in our district.

Our Elementary School and Middle School are demonstrating proficiencies and are above average on most State assessments. We have met State AYP standards in all three buildings. *This year our state school showed significant improvement in the 1st grade*

In December, the State Legislature passed several RTTT laws designed to bolster Michigan's application for Federal RTTT funding. When the State failed to qualify in the first round of RTTT, the laws that were passed are still required to be followed. These laws changed how schools are evaluated in terms of performance. While we have successfully implemented curriculum initiatives over the past few years, progress in Reading, Writing and Mathematics in 2007/2008 and 2008/2009 have not been sufficient. The new laws place double the emphasis on student achievement scores on the MME and look critically at the growth slope over time.

Even though our high school made State of Michigan AYP standards this past summer, the new standards being applied placed our high school in the lower 5% of all schools in the state. We are identified as a persistently low performance school. Our actual score was 2.8975%. The Michigan Department of Education and State of Michigan submitted our high school on a list with 100 or so other schools to the Federal Government as eligible

for School Improvement Funds. This designation, while very painful to accept because of the numerous good things we do for our students and their families, cannot be ignored. We have the responsibility to improve and sustain that improvement over time with no room for excuses. Student limitations that may be part of our reality, cannot be accepted as an excuse to not achieve acceptable standards.

We must and will improve and sustain our proficiency scores on the MME. Our assessment in Reading, Writing, and Mathematics have been too low on MME assessments. We have students that need to improve their skill set in these areas. Our focus will not be on working harder. Many of you already go above and beyond. We need to work a little smarter and identify and implement strategies to address students needs.

If positive news can be seen within this, significant financial resources are part of this grant to help us improve. For several years we have said our resources limit us in addressing student achievement needs. If only we had more resources...

Provided a successful plan is developed, then approved by the State Department of Education, that we are able to hold ourselves accountable to implement we are eligible for \$50,000 to \$2,000,000 over the next 3 years. More realistic, between \$800,000-\$1.5 million.

We have a very short student window to develop a plan. We have 60 days following the June 14 application submittal date.

This list will be released in the next few weeks. It will designate us as a low performance school and eligible for SIG funding to improve. In September, we are told by the State Department of Education that another list will be made public, including the 2009-2010 assessment data. They expect other schools to be added. These new added schools will not be eligible for SIG funding. There is a chance we could be left off this list. No guarantee. If we are on the list but fail to properly apply for SIG funds we will be expected to make the reform requirements with out the funding..

Failure to significantly improve student proficiencies and demonstrate sustainability over the next three years would result in our High School being placed under direct oversight of a State School District. They would have complete authority over the reform that would occur.

Where do we go from here? Next steps...

Make application by *June 14, 2010* for School Improvement Grant Funds, then develop a plan over the next 60 days to implement by *Sept. 7th*.

We must apply under one of four reform models. Our best option is the "transformation" model.

Here's why:

1. The first choice is to **CLOSE THE SCHOOL** and send the students to other high schools. Not a choice for us or our community.
2. The second choice is to close the school and re-open it as a **CHARTER-LIKE** school, under a charter or ISD. Not really a choice. The JCISD does not have the capacity nor desire, and opening a charter school under a private company is not a good fit for our community.

3. The third choice is to become a **"TURNAROUND"** School. This requires terminating 100 % of the staff and rehiring no more than 50% of them, as well as the having the principal replaced. We have too many excellent teachers to take this option.

4. THEREFORE, the logical choice is to become a **"TRANSFORMATION"** school. While this requires replacing, (not firing or getting rid of) the principal, let me repeat that we do not believe blame should be placed with any one person or small group.

- We would reorganize the administrative levels as required, but we'll do it in a way that will help us focus on KEY, HIGH IMPACT areas... while still managing the business of the school district. **Chris will become the secondary administrator in charge of student and community affairs. Tanya will become the instructional principal for both of our secondary schools.** - *No one to blame* *Spoke up to clear*
There are also a number of **other requirements** in the transformation plan. *not*

- a.) Develop and increase teacher and leader effectiveness *Blame should be on*
- b.) Make student data a significant factor in all staff evaluations.
- c.) Create a plan of support for staff who have not been successful in raising student achievement.
- d.) Create a system to remove staff that consistently do not increase student achievement.
- e.) Provide on-going, high quality, job embedded PD
- f.) Implement financial incentives or career growth or flexible work conditions.
- g.) Conduct reviews to ensure curriculum implementation.
 - use RTI
 - Integrate technology based interventions
 - Provide increased learning time
 - Provide ongoing mechanisms for family and community engagement.

CONCLUSION:

The challenge before us is serious, but one we can achieve!

approved to put on the school a place to make it better.

If, in three years we are still designated as a low-performing school, the State will take the high school over and place it into a State School District.

We have initiatives already in place that can help us. (EPAS, Data Coach, Data, Director, Data Retreat)

This designation is a challenge for us to do what is necessary to help reach the academic needs of our school. We have improvement being addressed at Springport High and we need to continue to move forward in the next three years.

Your Questions?

Data Retreat® 2010-2011
**Collaborative Participant Contract of Agreement with the Springport Public
Schools and the Jackson County ISD**

Dear Data Retreat Team Member,

Congratulations on being selected to participate on your school's Building Leadership Data Retreat® Team for the 2010-2011 school year. The expectations below, attached timeline, and the Roles and Responsibilities from the prep packet will provide you with the necessary details that outline the Data Retreat® Process. As a participant on your building's Data Retreat® team, you will be able to collaborate professionally with your colleagues, learn the Data Retreat® Process, and fulfill many school improvement requirements.

Please read the following guidelines and expectations. Sign and fax the first page of this document **as soon as possible or by August 13, 2010** to confirm your participation in the August 2010 - June 2011 Data Retreat®. **ONLY** those participants who meet these guidelines and expectations will be allowed to participate.

Expectations

- Attend **ALL** trainings and meetings for their entirety.
- Fully participate and be a contributing team member.
- Model and support strategies and activities within your building and district.

Thank you for considering this opportunity to increase student achievement in your building/district. Please let us know if you have any questions regarding your commitment before signing this contract.

Randy Cook
Superintendent
517-857-3495

Scott Koziol
Educational Consultant
517-768-5206

Tovah Sheldon
Assessment Coordinator
517-768-5146

Please sign below if you agree to participate in the Data Retreat® Process and adhere to the expectations, timeline, and Roles and Responsibilities referenced in this Data Retreat® 2010-2011 Collaborative Participant Contract of Agreement with the Springport Public Schools and the Jackson County ISD.

(Participant Signature)

Please print the following information for our records:

Designate the subject area team you will be on: _____ Reading _____ Math

Participant's Name _____ Grade Level/ Content Level _____

Participant's Email _____

Participant's Summer Contact Information (email or phone) _____

Building Name _____

FAX this page to: Luana Jenkins (517.768.5265) by August 13, 2010

Confirmation of your fax will be confirmed by email.

Designed by Jackson County ISD

2010-2011 Data Retreat® Timeline				
DATE	ACTIVITY	PERSON (S) RESPONSIBLE	PEOPLE ATTENDING	LOCATION
August 26, 27 & 30 3 Full Days (8:30 – 3:00)	Data Retreat®	JCISD Data Team Members	JCISD Data Team Members, Building Leadership Teams, District Administration	JCISD PD Room
August / September (Specific Dates will vary)	Rollout to Staff	Building Leadership Teams, District Administration	District Administration, Building Leadership Teams, Building Staff	Local District
2 or 3 Times Between Rollout and End of Year	Mini Data Retreat	Building Leadership Teams	Building Leadership Teams, (additional building staff as needed)	Local District
Follows the Mini Data Retreats	Monitoring Checkpoints	Building Leadership Teams	Building Leadership Teams, (additional building staff as needed), External Monitor	Local District
Monthly Meetings (Time will vary)	Data Retreat® Leadership Team Meetings	Building Leadership Teams	Building Leadership Teams, (additional building staff as needed),	Local District
May 19, 2010 Full Day (8:00 – 2:30)	Reflection Retreat	JCISD Data Team Members	JCISD Data Team Members, Building Leadership Teams	JCISD PD Room

* Additional meetings/trainings may be scheduled other than the ones listed above to address specific building/district needs.

Date to come:

Dear Springport Parents:

Our community has many reasons to be proud of Springport Public Schools. Our MEAP scores – Reading, Writing and Math –surpass state averages at most grade levels. The reputation of our school district for quality, caring, and safety continues to grow every year. We have gone from a district not making Annual Yearly Progress, to one recognized for the transformations we have achieved the last few years.

However, due to circumstances well beyond our control, the State of Michigan recently changed its criteria for how it rates the performance of schools. The changes are a result of the competitive process between states the federal government used to distribute economic stimulus dollars (ARRA) to schools. To bolster Michigan's bid for these "Race to the Top" funds, our state legislature passed a series of laws aimed at reforming schools.

Although Michigan did not win any grant dollars in the first round of the process, the legislation passed is now state law. As a result, the Michigan Department of Education changed how schools are evaluated. While our elementary and middle schools continue to score well by the standards, the high school will be categorized as a "bottom five percent of persistently low performing school." This designation will impact the district significantly and a number of ways.

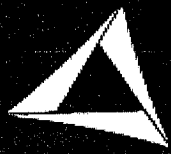
The Board, administration, and staff in Springport Public Schools want to assure you that we are taking this seriously, and are already implementing plans to correct the high school's standing on this evaluation while improving our students' learning. We appreciated the community's support and faith in us to improve our MEAP scores, and hope we can count on your support again as we expand our improvement process to the high school and improve scores on the Michigan Merit Exam.

The legislation comes with a number of regulations that will create changes for our staff and our schools – many of the changes are positive, however, some will be difficult to implement. ***The good news about this is that it also comes with the possibility of significant dollars from the state to assist in making these changes.*** We'll update you on this after our application is turned in and reviewed this summer.

If you're interested in more information on the high school's status and the improvements that are planned, you can come to a community forum meeting on **Monday, June 21**, at 5:00 p.m. in the high school library(?). Or, as always, please feel free to call my office at 857-3495.

Sincerely,

Randall J. Cook
Superintendent



Jackson County ISD
an Educational Service Agency

Data Retreat® June 2010 Workshop

Target Audience: Building School Improvement Teams from Springport Public Schools

Date: August 26, 27 & 30

Time: 8:30—3:00

Location: JCISD PD Room

Description: The Data Retreat® process was created by Dr. Judy Sargent from CESA 7 in Wisconsin. Trained and experienced representatives from the Jackson County ISD will facilitate this three day workshop so that schools may have the opportunity to work through a data analysis process that will help the district and each individual building to make instructional decisions based on data. These decisions will be the basis of a school improvement plan for each building that will provide direction for the development of the district plan. Each school will also be trained in the use of the newly required online template for school improvement located on the Advanc-ED website.

*** Participant contracts need to be signed and faxed to Luana Jenkins by August 13, 2010. For further information see your district's 2010-2011 Prep Packet.

**Please register
by August 13,
2010**

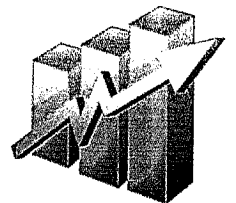
CONTACT & REGISTRATION INFORMATION

Scott Koziol
Jackson County ISD
Educational Consultant
Scott.koziol@jcisd.org
(517) 768-5206

[Click Here to Register](#)

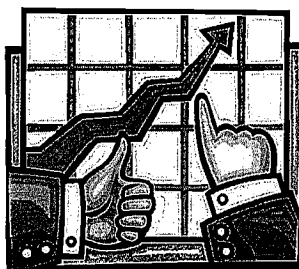
8 Step Data Retreat® Process

1. **Getting Ready** (District Responsibility Before Day 1)
2. **Data Collection** (District Responsibility Before Day 1)
3. **Data Analysis** (Day 1)
4. **Hypotheses & Issues** (Day 1)
5. **Improvement Goal Development** (Day 2)
6. **Measurable Objectives & Strategies**
(Day 2 & 3)
7. **Progress Monitoring & Evaluation**
(Day 3 & Beyond)
8. **Roll Out & Sustainability** (Day 3 & Beyond)



Springport Public Schools 2010 Data Retreat® Prep Packet

To prepare for the Data Retreat® Workshop



Welcome to your Data Retreat® Workshop!

The purpose for the Data Retreat® workshop is for your team to analyze your school's effectiveness and set goals for improvement. Your team is promised a wonderful time of reflective collaboration and illumination, and will leave with focused plans for improvement. The success of your retreat will be due, largely on your preparation. This packet has been designed for use by the leadership team who will be attending the Data Retreat® Workshop. Use these guidelines to prepare your team and organize your data.

We look forward to you joining us.

Our Data Retreat® Schedule:

Reading and Math Focus

Dates: June 26, 27 & 30, 2010

Times: 8:30 – 3:00

Location: JCISD Professional Development Room

Facilitated by: JCISD Data Retreat® Facilitating Team

Scott Koziol

Tovah Sheldon

Data Retreat® Prep Packet

For further information, contact: **ISD - Scott Koziol** - scott.koziol@jcisd.org (517-768-5206)

Local School Administrative Leader

Name: Randy Cook

Contact Phone #: (517) 857-3495

Contact Email: randy.cook@springportschools.net

Introduction

This packet is designed to help your leadership team prepare for your upcoming Data Retreat® workshop. The more prepared you are, the more successful your retreat experience. There are three major steps to preparing for the retreat. Use this packet with your leadership team to share the responsibilities for data collection and preparation.

- Team Preparation
- Data Sources
- Data Collection and Organization



Preparation of the Team—How have you prepared the team for the retreat?

Think about assembly of the team for the retreat. The team should be a “leadership team” representing your school. There are several steps that will help your team be prepared.



1. **Establish Team Members.** Look at the list of suggested team members below. Select the team size best appropriate for your situation. The more teachers that attend, the better the experience.
2. **List the names** of team members who will be attending the Data Retreat® workshop below:

*****Each building team should consist of teachers representing each grade in the building or a variety of teachers from the department of the subject area of focus. Total team should not exceed 6 members including the principal.**

It is recommended to have special education representation. It is not necessary for all team members to specifically be an academic teacher of the focus area. See examples in box below.

District Leadership Team	Grades K-5	Grades 6-8	Grades 9-12	Visitors <i>*Not required at attend all meetings.</i>
Superintendent	Principal	Principal	Principal	Board Member
Curriculum Director	Teachers <input checked="" type="checkbox"/> Various grades <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> See p. 4 for Characteristics of Effective Teams	Teachers <input checked="" type="checkbox"/> Various grades <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> See p. 4 for Characteristics of Effective Teams	Teachers <input checked="" type="checkbox"/> Various grades <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> See p. 4 for Characteristics of Effective Teams	Community Member
School Improvement Chair/Teacher Leader				Parent Other school staff

3. Prepare the Team

- Plan an initial meeting with the team to review the rest of the Prep Packet. At the initial meeting,
 - Discuss the purpose for the Data Retreat® process—to analyze your school’s effectiveness and set goals for improvement.
 - Review the dates, times and expectations for attendance at the retreat.
 - Discuss team roles and team effectiveness (see below).
 - Involve the team in data collection and organization – make data assignments.

- **Schedule of Data Retreat® and Associated Meetings:**
 - **Pre Data Retreat Activities** – Review completed Data Retreat® Prep Packet
 - District Leadership Team (see chart on p. 3)
 - Determine Data to be Included in Data Folder
 - Data due to Scott Koziol by **August 13, 2010**
 - Receive Data Retreat Team Contract to be completed and faxed into Luana Jenkins (768-5265) by **August 13, 2010**
 - Receive via e-mail the Excel document with contact information for each participant (Send to Luana Jenkins at luana.jenkins@jcisd.org) by **August 13, 2010**
 - **Data Retreat® – June 26, 27 & 30, 2010** (Location: JCISD Center PD Room)
 - All team members
 - Signed Data Team Contract for all members
 - Completed Data Folder (copied through the ISD)
 - 3 full days (8:30-3:00)
 - **Data Retreat® Roll Out Day(s)** – TBD during August and September (Location: on-site within local buildings/district)
 - All team members and staff members
 - See “Roles and Responsibilities” pages
 - **Mini-Data Retreats & Monitoring Checkpoints** - TBD (Location: at the District/Schools)
 - All team members
 - Amount of time varies
 - 2-3 times between roll out and end of school year
 - Bring evidence to support strategies and activities accomplished or in progress (directly related to the Student Goals and Teacher Objectives)
 - **Mid-Year Principal’s Report** – February 23, 2011 (½ day per subject area) (Location: at the JCISD)
 - All principals will present a PowerPoint including data/evidence that supports the implementation of their SI Data Retreat® Plan
 - **Reflection Retreat** – May 19, 2011 (8:30 – 2:30) (Location: at the JCISD)
 - All team members (This will include other county Data Retreat® participants)
 - 1 day
 - Bring evidence improvement (data, assessments, SIP template, etc.) and samples of effective strategies utilized by district

For a successful Data Retreat® experience, the Leadership Team should follow characteristics of an effective team. Together, review and discuss the characteristics below. To what degree do you agree with these characteristics? How can you ensure that these characteristics are present throughout the retreat experience?

Characteristics of Effective Teams

- ❑ works **interdependently** to achieve increasingly higher standards of performance through continuous improvement in cohesiveness and outcomes
- ❑ has a clear **sense of purpose** for the retreat; this can be done through a mission statement or team charter
- ❑ understands the team's **empowerment**
 - ❑ what decisions will be the sole responsibility of the team
 - ❑ what decisions will be made collaboratively between the team and administration
 - ❑ what decisions will be reserved for management, but with team input
 - ❑ what decisions will be reserved for management but without team input
- ❑ develops a system to **document** the team's work
- ❑ understands responsibilities of **team roles**, such as: team leader, team facilitator, team member, team recorder, team gopher
- ❑ establishes and understands **ground rules** for team conduct
- ❑ has a **self-evaluative** process to keep the team on track
- ❑ understands the various ways the team can make **decisions**:
 - ❑ a minority decision (when only a few are affected, or there is limited time)
 - ❑ a majority decision (quick, efficient, best for lesser important decisions)
 - ❑ a unanimous decision (fosters commitment; uses group think by working harmoniously together)
 - ❑ a consensus decision (a state of mutual agreement where all individual legitimate concerns have been addressed to the satisfaction of the team)

What other team actions do you think your team should follow to make the retreat successful?

II. Data Sources—What data is important to us?

As a team, what questions do you want to investigate about your school's effectiveness? Use a group process to generate important questions you'd like to probe during the retreat.

Surveys are available regarding math or ELA instructional practices for teachers and a separate survey for students. Dates of surveys and who will be surveyed are to be determined.

To plan for the Data Retreat® workshop, think about the data that is important to you within the following 4 lenses of data as developed by Victoria Bernhardt:

1. Achievement
2. Perception
3. Process
4. Demographic

Use the questions you generated and the worksheets that follow to guide your data collection and organization. Please note that these lists are starting points for you, presenting a fairly comprehensive list of possible data for you to collect. Some of the data may not be relevant for you and some may not be attainable for you.

Important Data

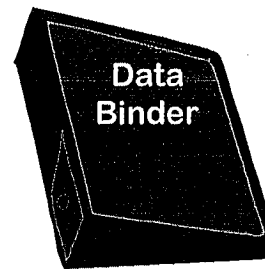
There are many important data elements needed for a successful Data Retreat® experience. The worksheet pages that follow provide specific guidelines for collecting and organizing data in preparation for the retreat. Use these lists as a checklist to keep track of data collected.

Comprehensive Data Retreat Short List

The data listed below are the minimum data REQUIRED for the Data Retreat®	
▪ MME/MEAP Test Data: (05-06, 06-07, 07-08, 08-09, 09-10)	
▪ Math and Reading Summary Reports including strand data - Grades 3-8	
▪ Math and Reading Demographic Report - Grades 3-8	
▪ Math and Reading Item Analysis Report - Grades 3-8	
▪ MME Strand & Summary Data - 11 th Grade (06-07, 07-08, 08-09, 09-10)	
▪ ACT® Composite & Strand Data for Math and Reading - 11 th Grade (06-07, 07-08, 08-09, 09-10)	
▪ WorkKeys® Level Data - 11 th Grade (06-07, 07-08, 08-09, 09-10)	
Other examples of data for the Data Retreat®	
▪ Common assessments - Grades 2-8 (06-07, 07-08, 08-09, 09-10 if available)	
▪ Teacher Survey Data	
▪ Math and ELA Practices Survey (K-12)	
▪ Student Survey Data (K-12)	

III. Data Collection and Organization—How have you prepared the data for the retreat?

Assemble a “DATA BINDER” for use by each team member at the retreat. The binder should be clearly organized with tabs to facilitate locating data.



Data Collection Considerations

If you are using Data Director, examine how it can help you organize data for the retreat. All four lenses of data should **eventually** be captured in Data Director.

1. Achievement Data

- a. Organize by years
- b. Electronic--Most of your student data should be entered in your student information management system. Have the data your team has selected printed out in clearly readable reports.
- c. Hard copies--Note that electronic state test data may not have been disseminated prior to the retreat. In this case, bring hard copies of test data.
- d. All student data should be clearly identified, copied and inserted into the Data Binder.

2. Process Data

- a. This is the lens of data where most hypotheses are generated. Typically, schools talk about this information, but are lacking factual data. Now is an ideal time to begin the collection of important program data.
- b. Organize by name of program or course. Create a simple spreadsheet program organized by program names. Enter relevant factual information using your source list.
- c. Once entered, make copies and insert into the Data Binder.

3. Perception Data

- a. Community, parent, teacher, student, and/or staff surveys.
- b. These can be surveys about anything that you feel is pertinent to the educational process.

4. Demographic Data

- a. Include data from any subgroups.
- b. This can be more than achievement data (graduation rate, attendance, etc.).

UPDATED MATH AND READING DATA FOLDER DUE BY AUGUST 13, 2010 TO SCOTT KOZIOL

The ISD will run the necessary copies of your Data Folder for your team members.